

LEWISVILLE ELEMENTARY

4006 Lewisville High School Road
Richburg, SC 29729

GRADES PK-5 Elementary School

ENROLLMENT 660 Students

PRINCIPAL Patricia M. Hensley 803-789-5164

SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122

BOARD CHAIR Mrs. Denise C. Lawson 803-581-6224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	68	10	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

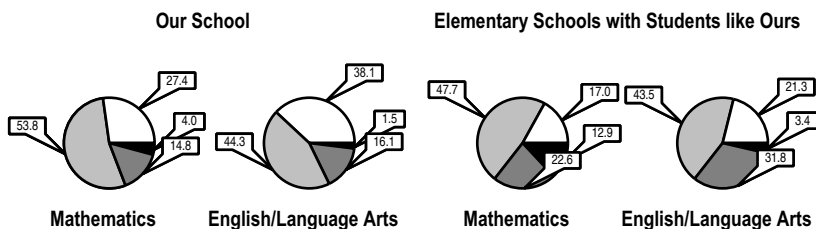
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	116	58
Percent satisfied with learning environment	76.9%	74.1%	67.2%
Percent satisfied with social and physical environment	74.4%	75.9%	71.9%
Percent satisfied with home-school relations	86.5%	89.7%	63.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	340	99.4	38.1	44.3	16.1	1.5	17.6	17.6
Gender								
Male	181	100.0	41.4	47.1	10.9	0.6	11.5	17.6
Female	159	98.7	34.2	40.9	22.1	2.7	24.8	17.6
Racial/Ethnic Group								
White	219	99.1	33.3	43.5	20.8	2.4	23.2	17.6
African-American	113	100.0	45.0	46.8	8.3	N/A	8.3	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	303	99.7	33.3	46.9	18.1	1.7	19.8	17.6
Disabled	37	97.3	77.1	22.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	340	99.4	38.1	44.3	16.1	1.5	17.6	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	335	99.4	37.4	44.7	16.4	1.6	17.9	17.6
Socio-Economic Status								
Subsidized meals	162	99.4	46.7	42.1	9.9	1.3	11.2	17.6
Full-pay meals	178	99.4	30.4	46.2	21.6	1.8	23.4	17.6

Mathematics								
All students	340	100.0	27.4	53.8	14.8	4.0	18.8	15.5
Gender								
Male	181	100.0	28.2	52.9	14.9	4.0	19.0	15.5
Female	159	100.0	26.5	55.0	14.6	4.0	18.5	15.5
Racial/Ethnic Group								
White	219	100.0	22.5	51.2	21.1	5.3	26.3	15.5
African-American	113	100.0	34.9	60.6	3.7	0.9	4.6	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	303	100.0	25.3	53.6	16.6	4.5	21.1	15.5
Disabled	37	100.0	44.4	55.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	340	100.0	27.4	53.8	14.8	4.0	18.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	335	100.0	26.9	54.1	15.0	4.1	19.1	15.5
Socio-Economic Status								
Subsidized meals	162	100.0	33.3	56.9	7.8	2.0	9.8	15.5
Full-pay meals	178	100.0	22.1	51.2	20.9	5.8	26.7	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	100	N/A	19.0	44.0	36.0	1.0	37.0
	Grade 4	123	N/A	36.1	49.2	14.8	N/A	14.8
	Grade 5	114	N/A	37.2	50.4	10.6	1.8	12.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	100	100.0	26.6	41.5	27.7	4.3	31.9
	Grade 4	110	98.2	27.9	51.9	19.2	1.0	20.2
	Grade 5	130	100.0	55.2	40.0	4.8	N/A	4.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	100	N/A	24.0	52.0	19.0	5.0	24.0
	Grade 4	123	N/A	34.4	43.4	15.6	6.6	22.1
	Grade 5	114	N/A	38.1	38.9	13.3	9.7	23.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	100	100.0	17.0	57.4	21.3	4.3	25.5
	Grade 4	110	100.0	17.9	56.6	18.9	6.6	25.5
	Grade 5	130	100.0	43.2	48.8	6.4	1.6	8.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 660)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 5.7%	2.8%	2.4%
Attendance rate	94.2%	Down from 96.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.5%	Up from 6.2%	17.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.4%	Down from 9.3%	8.2%	8.0%
Older than usual for grade	1.4%	Down from 2.1%	0.9%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	59.1%	Up from 50.0%	49.1%	50.0%
Continuing contract teachers	90.9%	Up from 88.0%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.0%	Down from 89.4%	88.5%	86.2%
Teacher attendance rate	93.5%	Down from 99.8%	95.4%	95.3%
Average teacher salary	\$40,663	Up 5.4%	\$40,184	\$39,909
Prof. development days/teacher	12.3 days	Up from 8.2 days	11.0 days	11.4 days

School				
Principal's years at school	23.0	Up from 22.0	4.0	4.0
Student-teacher ratio	18.3 to 1	Up from 17.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	86.2%	Down from 96.6%	90.0%	89.7%
Dollars spent per pupil*	\$5,070	Up 11.7%	\$5,667	\$5,892
Percent spent on teacher salaries*	73.0%	Up from 71.4%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Down from 99.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school's mission states, "in cooperation with our families and the community" the school "is dedicated to preparing students to learn skills, concepts, and behaviors which will enable them to become responsible and successful citizens." Our goal as a Yale University Comer School, implementing the School Development Program (SDP) model, is to share the commitment to and the sense of responsibility for the learning and needs of all our students.

The School Planning and Management Team (SPMT) mechanism has allowed parents, teachers, and school staff input in the decision-making process through collaboration and consensus. This team monitors the School Improvement Plan and coordinates all school activities. Our comprehensive parent involvement program, guided by the Parent Team, the School Improvement Council (SIC) and Parent Teacher Organization (PTO), has reflected a commitment to building strong relationships with all families. The school's designation as a SC Red Carpet School; increased attendance (over 200) at each parent event; and formation of a parent book study group are a result of their work. The establishment of the "Parents As Teachers" program has also empowered 31 preschool families to become involved. The Student and Staff Support Team (SSST) has met weekly to develop preventive strategies that create optimum conditions for teaching and learning, to respond to student needs, and has implemented a Responsibility Room.

The three important operations, including the School Improvement Plan, staff development, and monitoring and assessing, enhance the improvement of teaching and learning initiatives. The School Improvement Plan has given direction and focus to the school improvement process. A year-long staff development program focused on literacy initiatives such as the SC Reading Initiative, the Exemplary Writing Award program, school wide implementation of Everyday Mathematics and benchmark testing, and Creative Curriculum in kindergarten, as well as on national or coalition Comer model training for eight staff members and one parent.

Our plans for improvement will include a continued emphasis upon literacy skills and new initiatives in social studies. Our classroom environments will emphasize the six developmental pathways and the teaching and learning of the three guiding principles. We anticipate the continued growth of our school community in which children are developing well, and therefore learning well.

Patricia M. Hensley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.